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REPORT
OF
COMMITTEE ON YEAR-ROUND USE OF SCHOOLS

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November, 1972

THE HONOURABLE
THOMAS L. WELLS
MINISTER OF EDUCATION

AWM - 8452

LETTER OF TRANSMITTAL

Toronto, November 8, 1972

The Honourable Thomas L. Wells,
Minister of Education,
Province of Ontario.

Sir:

In accordance with the terms of reference, the members of the Committee on the Year-Round Use of Schools are pleased to submit the following report for your consideration.

The Committee hopes that the information and recommendations contained in this report will make a contribution to discussions related to the year-round use of schools or the extended school year.

Yours respectfully,

Gladys R. Munnings

Gladys R. Munnings
Chairman

G. H. Waldrum
Chairman before April 17, 1972

J. K. Crossley

R. F. Lawton

F. S. Wilson

J. D. Davis

K. F. Telfer

W. W. Coulthard

W. G. Chatterton
Secretary

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FRAME OF REFERENCE
COMMITTEE ON THE YEAR-ROUND USE OF SCHOOLS

The Committee was established to consider the overall feasibility and wisdom of a year-round use of schools, or of an extended school year, and patterns of "semestering". Before presenting a Report to the Minister, the Committee was asked to consider all the issues involved in such a proposal including the following:

1. The purpose of advocating either a year-round use of schools, an extended school year, or a semestering plan;

2. The nature of the calendar to be adopted;

3. The impact on students, teachers, administrators, and parents;

4. The effect of reorganization on well-established social customs such as summer vacations and summer travel;

5. The effect of reorganization on the industrial and business community;

6. Administrative costs

   (a) Maintenance
   (b) Transportation
   (c) Capital outlays and operating costs (e.g., air conditioning) to make schools suitable for year-round operation
   (d) Additional staff and salaries for regular terms or extra terms
   (e) Planning by teaching and administrative personnel, implementation, and scheduling costs;

7. The impact on curriculum;

8. The effect of reorganization of the school year on the educational program: Advantages? Disadvantages?

9. Necessary changes in post-secondary programs;

10. The findings of places where an extension of the school year has been tried.

MEMBERS OF THE COMMITTEE ON THE YEAR-ROUND USE OF SCHOOLS

Miss G. R. Munnings, Assistant Superintendent, Supervision Branch
Chairman after April 17, 1972

Mr. G. H. Waldrum, Director, Supervision Branch
Chairman before April 17, 1972

J. K. Crossley, Director, Curriculum Branch

R. F. Lawton, Superintendent, Architectural Services Section

F. S. Wilson, Superintendent, Grants Section

J. G. Davis, Assistant Superintendent, Curriculum Branch

K. F. Telfer, Program Consultant, Senior Education, Region 8

W. G. Chatterton, Assistant Superintendent, Supervision Branch
Secretary

W. W. Coulthard, Education Officer, Curriculum Services Branch
(appointed April 17, 1972, in place of Mr. G. H. Waldrum)

COMMITTEE FORMED: April 5, 1971

DATES OF MEETINGS:

May 19, 1971
June 11, 1971
June 25, 1971
September 14, 1971
October 13, 1971
December 13, 1971
December 20, 1971
February 25, 1972
February 29, 1972
September 12, 1972
October 19, 1972
October 25, 1972

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PREFACE

Since the Committee was formed in April of 1971, individual members have visited centres in the United States and Canada where some type of extended school year plan is in operation, or where other committees have produced informational or feasibility studies on the concept of a year-round use of schools. Some of the places visited include Valleyview School District, Illinois, and Atlanta, Georgia, where the Four-Quarter Plan is in progress; and Victoria, B.C., where a committee produced in June 1971 a comprehensive, informational report entitled "The Extended School Year". The Committee also met with educators from Ontario, Saskatchewan, and Alberta and from other parts of the United States, and reviewed many feasibility studies and informational reports from both countries which all provide good "study" evidence, although little "operational" evidence.

The Committee wishes to point out that, in the information included in its report, it has used the terminology of the plans observed and studied. It has attempted to provide information and recommendations which will be of assistance to boards and teachers in their studies of the educational advantages and/or disadvantages of innovative plans for scheduling the school year.

ACKNOWLEDGEMENTS

The Ministry of Education Committee on the Year-Round Use of Schools appreciates the assistance of those who joined in the discussions: Mr. W. J. Wood, Superintendent of Programs, Board

of Education for the Borough of Scarborough; Mr. R. E. Saunders, Assistant Secretary, OSSTF; Mr. Charles G. Brown, Assistant Director of Education for the Borough of North York; Mr. George Erwin, Principal, Georges Vanier Secondary School, North York; Mr. O.A. Gilmore, Superintendent of Instruction, Halton County Board of Education; and Mr. J. D. McNabb, Superintendent of Instruction, Peterborough County Board of Education.

The Committee is indebted to the following officials in other provinces who gave up their time and made their own research and findings available to us: Mr. J. L. Canty, Superintendent, Department of Education, B.C.; Dr. L. M. Ready, Associate Deputy Minister, Saskatchewan; and Dr. R. E. Rees, Deputy Minister, Alberta.

The staffs of the Ministry of Education and OISE Libraries were also of great assistance to the Committee. In addition, during the visits of Committee members to communities in the United States, the gracious cooperation of educational officials, trustees, principals, teachers, and students is gratefully acknowledged.

CHAPTER ONE

HISTORICAL BACKGROUND

For many years consideration has been given by senior officials in the United States to an all-year or extended school year as a possible means of adjusting vastly increasing pupil needs to the relatively decreasing education resources. Between 1924 and 1953, thirteen school systems in the United States were using some variation of the rotating four-quarter plan, which divides the school year into four twelve-week quarters. More recently, other jurisdictions have adopted variations of this plan, such as, Atlanta, Georgia; Valleyview School District, Illinois; and the state of Texas.

In recent years, some provinces in Canada, including Ontario, have shown interest in studying the extended school year concept and many boards have operated very successful summer school programs.

A number of reasons are advanced by proponents of plans for rescheduling the school year:

1. *The economy objective* was most frequently quoted as the most important initiating factor in the studies in the United States and in the consequent implementation of year-round utilization of school facilities. It was argued that significant savings could be made by better or fuller use of existing accommodation as opposed to the building of new facilities to cope with increasing enrolments. The Valleyview School District in Illinois

is a good example of a community faced with sudden growth and a need for school space which far exceeded its financial resources.

2. *Improvement in teacher status and morale* was advanced as an important argument to support longer, reorganized school years. Some rescheduled school-year plans give teachers more time for in-service involvement in professional activities, such as, individual instruction, curriculum revision and teacher preparation.

3. *The desire for improvement and enrichment of education* for all pupils was another motivating factor. Supporters maintained that most plans could provide not only better basic programs, but also increased opportunity for enrichment, remedial services, and additional classroom time, including periods for needed individual instruction and for related curriculum revision. Some people maintained that as a result of the continuing knowledge explosion, the increasing demands made upon students and schools necessitated a longer school year.

4. *Increased emphasis on pupil acceleration* was another consideration in view of the increased rate of motivation of today's students.

5. *The need for improved summer programs* was established early in the argument for a longer school year or for the year-round operation of schools. To keep students off the streets during the

summer vacation, to use productively so-called "wasted" time, and to reduce juvenile delinquency are some of the compelling arguments quoted by proponents of the rescheduled school year.

It will be understood that the traditional school year of 180 days in the United States is shorter than in Ontario and most other countries.

In recent years, educational jurisdictions in British Columbia, Alberta, Saskatchewan, and Ontario have been most active in studying new patterns of scheduling the school year.

CHAPTER TWO

RECENT DEVELOPMENTS IN CANADA

ONTARIO

In Ontario, summer school programs have flourished in several regions and semestering patterns of various kinds have been introduced, first on experimental basis, in response to the needs and interests of secondary school students on a credit system.

During the 1971-72 school year, seven schools across the province were on a half-credit semester system; another nine on a full-credit semester; and six others on one-third-credit 'trimesters'. In 1972-73, many more schools are operating on either the half-credit or full-credit semester system. Each school is in operation during the same total number of days as outlined in The Schools Administration Act, that is, from about 195-200 days per year.

A Typical Pattern for a semestered school

Semester #1	Sept. 4 - Jan. 24)	20 wks.
Semester #2	Jan. 24 - June 30)	20 wks.
Summer School	July 4 - Aug. 11)	6 wks.
		46 wks.

7-9 credits 1 credit 4 hr/day

The Typical Operation for a trimester School

Trimester #1	Sept.	7	to	Dec. 3
Trimester #2	Dec.	6	to	March 17
Trimester #3	March	27	to	June 30
Summer School	July	4	to	Aug. 11

One board in a large metropolitan area in Central Ontario has given serious study to a year-round plan for some of its high schools and feeder schools as a long range possibility. The suggested time pattern is as follows:

Term	*Dates*	*School Days*	*No. of Credits Available (110 hrs. each)*
1	Aug. 26 - Dec. 17	80	3½ (or 7 half credits)
11	Jan. 3 - Feb. 25	40	2 (or 4 half credits)
111	Mar. 6 - June 28	80	3½ (or 7 half credits)
1V	July 4 - Aug. 25	40	2 (or 4 half credits)

This plan is unique in having two equal long terms and two equal short terms. It provides a reasonable length of time for summer vacation for those who would choose Term 1V as their vacation period, or for a winter vacation that would not be too long during our cold weather if Term 11 were chosen as the vacation period. Proponents of this plan feel that it gives a great deal of flexibility for students to accelerate or to leave school for varying periods for travel, work, or vacation, and that it also provides strong motivation for daily attendance since each day in a short term is academically concentrated.

ALBERTA

The Alberta Department of Education, the Alberta Teachers' Association and the Alberta School Trustees' Association, have been studying the year-round school since 1968. They favour a two-semester system plus a half-semester summer course all coordinated with the university schedule. A suggested plan for this scheme is as follows:

Semester #1 - early August to just before Christmas.
Semester #2 - early January to near the end of May.
The Summer Session - early June to late July.

In 1968-69 Winston Churchill High School in Lethbridge followed a similar plan starting on August 12 and finishing May 30. Over half of the Alberta high schools are on a semester system of some kind although very few divide the year at the Christmas break (which the Alberta study committee considers to be highly desirable); or they have extensive summer school programs.

SASKATCHEWAN

In 1970, the province of Saskatchewan undertook an extended study of the year-round use of schools, but owing to the opposition of parents, no action has been taken.

BRITISH COLUMBIA

The Victoria School Board and the Delta School Board have been investigating the feasibility of rescheduling the school year for better utilization of buildings and personnel and have surveyed the community for the reaction of teachers, parents, and people in business and industry. The only programs undertaken as yet, however, are summer school programs since these proved to be the only extended school year programs acceptable at present to the community.

CHAPTER THREE

TYPES OF EXTENDED SCHOOL YEAR PLANS IN THE UNITED STATES

Much of the literature on Extended School Year Plans or Year-Round Use of Schools has its origin in certain areas in the United States where circumstances are usually far different from those in Ontario, and where the school calendar of 180 days, rather than our 200 days, has become virtually standard since World War 1.

1. Of the many extended school year plans the *Continuous Progress Plan* proposes an extended school year in which pupils complete one year's work in the traditional time and spend the remaining time of the extended year on the next year's work. The length of the extended school year will be determined by the number of grades to be considered in the plan and the number of years over which one year of schooling is to be saved.

The following chart shows how a British Columbia study suggests that seven years (K-6) could be reduced to six without loss of instructional time. Traditional Christmas and Easter holidays and a shortened summer vacation are provided. Commack, New York, implemented this type of plan in 1964. It will be understood that if acceleration is effected at the elementary level, the secondary schools must have sufficient facilities and staff to cope with the additional number of pupils leaving elementary schools during the years of adjustment.

Year or Learning Level	*Curriculum Adjustment - to save one year in seven (210-day school year)*	
Level 1	Kindergarten - 180 days	Grade 1 - 30 days
Level 2	Grade 1 - 150 days	Grade 2 - 60 days
Level 3	Grade 2 - 120 days	Grade 3 - 90 days
Level 4	Grade 3 - 90 days	Grade 4 - 120 days
Level 5	Grade 4 - 60 days	Grade 5 - 150 days
Level 6	Grade 5 - 30 days	Grade 6 - 180 days

2. TERM ROTATION PLANS

The most publicized of these Plans, the "Continuous four-quarter plans" which fall into two categories - compulsory and non-compulsory - are outlined briefly:

(a) A non-compulsory or voluntary program is in operation in the secondary schools of Atlanta, Georgia, a city of 500,000, where the secondary school year is divided into four quarters of approximately 60 days each. One quarter is *optional* for both students and teachers. Free tuition is provided by the Atlanta Board of Education for the fourth quarter, really a summer school, since the State gives no financial support for the fourth or summer quarter.

The basic reason stated for the initiation of this plan was the expansion of educational opportunities and the need for a complete revision of curriculum in Atlanta schools. Committees classified pupil characteristics into many varied groups with regard to sequence, age and achievement level, reading ability, vocational and academic goals, and other approaches related to an

understanding of varying learning styles. These characteristics were grouped into broader classifications, and appropriate concepts in each subject area were expanded. As a result, several hundred courses were organized, completely or partially, to provide flexibility through the provision of the maximum number of non-sequential courses. In 1970, 26 per cent of the students were enrolled in the fourth or summer quarter; in 1971, 36 per cent were enrolled. The operation of the rotating four-quarter plan may be seen clearly in the chart below.

Attendance Quarters

Pupil group	*Fall*	*Winter*	*Spring*	*Summer*
Group A	Vacation	School	School	School
Group B	School	Vacation	School	School
Group C	School	School	Vacation	School
Group D	School	School	School	Vacation

According to its organizers, some of the advantages and disadvantages of this plan may be summarized as follows:

Advantages

(i) A wide variety of curriculum options is available for pupils;

(ii) The school plant, equipment, and personnel are not idle for one quarter of the year;

(iii) There are fewer drop-outs;

(iv) A few students graduate a year earlier;

(v) A student may lighten his load if necessary by taking the fourth or summer quarter;

(vi) The student summer work force is decreased by the summer school operation;

(vii) The pupil who is absent for an extended period may enrol in the quarter(s) missed, instead of an entire semester or year;

(viii) A number of teachers may work all four quarters if they wish.

Disadvantages

(i) The cost of operating a rotating four-quarter system is greater than the cost of operating a ten-month school year;

(ii) Since most students attend for three quarter periods, they receive less schooling per year than in Ontario - approximately 180 days - and have one long three-month vacation;

(iii) Pupil transfers to and from schools that have different types of scheduling are rather difficult;

(iv) A long vacation during the winter or spring is difficult to mandate since family vacation patterns may be disrupted;

(v) Maintenance costs increase since the plant is in steady use, and if maintenance must be done at night to avoid disturbing school sessions, overtime pay adds to the costs;

(vi) Air-conditioning required for summer periods is costly;

(vii) The burden on administration and supervision is greatly increased, and additional staff may be required to handle quarterly scheduling, enrolment, and other administrative matters;

(viii) Students who graduate at 17 years of age in Atlanta are not eligible for admission to nearby colleges.

(b) The Valleyview 45-15 continuous school year plan

Several districts in the United States have introduced variations of the four-quarter concept in order to attempt to

overcome its economic disadvantages. The Valleyview plan is compulsory for all the children of the district. It has been in operation for K-8 pupils since June 1970 and will be introduced into the high school system in July 1972.

The reason for its inception was economic. In 1968 the citizens and educational authorities in the 41-1/2 square mile Valleyview School District were faced with a serious problem. Located about 30 miles from Chicago, this small but rapidly growing school area had a student population which expanded from 89 pupils in grades K-8 in 1953, to 7,000 in 1971, with a secondary level enrolment of 3,000. This population crisis was coupled in that year with the fact that the residents of the district had taxed themselves to the legal limit for building construction and no further building could be undertaken.

Three courses of action presented themselves; to put pupils and teachers on a double shift; to place 50-60 students in each classroom, or to reschedule the school calendar. The first two alternatives were rejected by the community and the board, and the 45-15 continuous school year plan was conceived to fit the needs of the community.

The plan is essentially a scheduling system. All of the students of the district are placed in one of four groups called tracks, depending upon geographical location. Three of the groups or tracks are in class and one on vacation at any given time. Each student attends for 9 weeks or 45 school days and then has a three-week (15 day) vacation. This program is repeated all year

in rotating shifts. No pupil is scheduled for school attendance for more than 180 days but the school is in operation 240 days. The scheduling pattern includes legal holidays, one week at Christmas, one week at Easter and a short summer vacation of 7-11 days for all teachers and pupils, during which times maintenance may be done on schools and buses.

For Valleyview District the utilization of school buildings during additional days in the year and the staggered attendance have gained one third more usable classroom space, or the equivalent of 80 additional fully-equipped classrooms.

Educators at Valleyview claim positive results in a marked reduction in loss of academic knowledge in the students in comparison with the loss over the traditional summer vacation. It is hoped that there will be, in the long run, a rise in overall academic achievement; however this is not yet evident as evaluation of the plan is just under way. (Only 7-10 per cent of students from this community go on to university.) Based upon a preliminary evaluation of the plan for 300 pupils in grades 4, 5, 6, and teachers, the following conclusions by the evaluators are presented:

(i) The teachers in these grades have not become irritated or tired by working under the 45-15 plan. Many negotiate contracts beyond the 180-day minimum and some for the full 240 days;

(ii) The students have not changed in their emotional attitudes towards the school;

(iii) The plan provides, however, only 180 or fewer days of instruction;

(iv) A minimum enrolment is required and attendance terms are mandatory.

A position paper published by the Michigan State Board of Education in 1971 states that "the four quarter ESY design requires the greatest adjustment in living patterns and as such becomes the least acceptable to members of the community, especially parents".

(c) A Texas House Bill

A Texas House Bill has been enacted recently directing that a reorganized curriculum be distributed based on the operation of schools on a quarter basis for the 1972-73 school year. Although a reorganized curriculum is mandatory, students are required to attend only three of the four quarters, as in Atlanta, and the fourth quarter will also be financially supported at the option of the local district from local taxes, fees, and grants. There is no state support for the fourth quarter.

3. STUDENT ACCELERATION PLANS

Acceleration plans include the quadrimester (four term), the trimester (three term) modified summer school, in addition to the extended Continuous Progress Plan.

Under the quadrimester plan, pupils attend school during an extended year of from 200-225 days which enables average or above-average students to complete five years of school in four longer school years. Such a plan recommends a short break between terms, a four-week summer vacation, and the usual Christmas and Easter vacation periods.

4. THE MULTIPLE TRAILS APPROACH

This approach to the extended school year involves a

somewhat complicated modular scheduling method and is limited for obvious reasons to use in the secondary school. The school year is 11 months long, 210 or more school days, with a one-month summer vacation and the traditional winter and spring vacation periods. The student day is scheduled in terms of time modules, some of which might be 15-18 minutes, others 30 minutes in length. Pupils move along a subject "trail" at their own rates. The traditional curriculum is reorganized into broad resource units that can be completed in four, five, or six weeks.

5. SOME CONCLUSIONS CONCERNING COSTS AND OTHER FACTORS

The question of costs related to the year-round use of schools may be conveniently divided into two parts.

(a) capital costs and (b) operating costs.

(a) Capital Costs

It must be remembered that in fast-growing communities in the United States the first result of plans involving year-round use of school buildings is the avoidance of building some new schools. The extension of use of a school building from 180 days to 240 days provides an additional 33 1/3 per cent of classroom space. This is a direct saving in initial capital construction costs, plus the further substantial savings in eliminating debt financing charges over a long period of time. In a school jurisdiction facing a continuous enrolment expansion the economy here is significant. However, there are a number of offsetting factors.

School buildings in use all year must be air-conditioned, not only in the learning spaces but virtually throughout. This

could result in a rather substantial increase in the first cost of a new school. More serious would be the necessity to air-condition existing schools - some perhaps very old schools.

In a school system that has a relatively static student enrolment, with most of its schools already built, the renovation and alteration costs related to air cooling needs in the year-round use concept may indeed be prohibitive. Cost studies in great depth would be most essential.

Aside from the factor described above there does not appear to be any apparent need for significant changes in the architecture of school buildings as a result of the introduction of such plans although some districts in the United States have found it necessary to remodel schools to make team teaching possible.

(b) Operating Costs

The year-round use of schools should result in decreased operating costs if it is possible to increase the exposure of students to teachers, and to learning materials, or if it is possible to accelerate the progress of students. Unless such a plan can maintain or increase the present student-staff ratio, it is inevitable that the operating costs per pupil will increase because a large percentage of the educational cost is made up of instructional salaries. If a pupil can complete his education in 12 years rather than in 13 years, all other items of cost remaining constant, there will be a reduction in costs in the long run.

An examination of each type of expenditure incurred by a

board results in the following general observations regarding the year-round use of schools:

(i) The burden on administration and supervision is greatly increased because of the additional work involved in scheduling, enrolment of students, and other factors.

(ii) Since teachers who work 11 or 12 months instead of 10 months will receive increased salaries and unless there is an increase in the staff-student ratio, the cost per pupil per year will inevitably increase. On the other hand, the cost of failures will probably be reduced.

(iii) Where fewer school buildings are required, there will be a reduction in operating and maintenance costs. Such costs as salaries of custodial staff, insurance premiums, etc. will decrease. Again, savings in this respect will be offset if maintenance is done at night or during weekends where overtime payments are required.

(iv) The annual cost of operating and maintaining air-conditioning equipment would be significant.

(v) Debt charges on debentures issued to finance the construction of school buildings average approximately 10 per cent of total expenditure in Ontario. A moratorium on the construction of new schools would provide some relief on this item of cost.

In general, many plans initiated in the United States appear to have met with limited success and several have been

discontinued. Others referred to in this report, under the leadership of dedicated administrators and teachers, have not been operating for a sufficient length of time to provide firm evidence with respect to their educational and economic value to the community. After studies concerning "all-year schools", Educational Facilities Laboratories noted in Newsletter No. 4, September 1971 "Schoolhouse": "areas should take into account the increased cost of staffing, the necessary upgrading of school buildings and maintenance programs, and the development of improved recreational programs for out-of-school children before embarking on a year-round schedule".

The majority of educators and others with whom members of the Committee had discussions expressed the opinion that the present more traditional scheduling of the school year for elementary school age children was advisable since children accelerated into abstract fields of knowledge too early learn the factual content items but find difficulty in understanding relationships and causes. Innovative scheduling of the school year, which results in the acceleration of pupils, was considered, therefore, to be more appropriate for some students at the secondary level where they can move independently in selected areas of study.

CHAPTER FOUR

SUMMER SCHOOLS AS EXTENDED SCHOOL YEAR PROGRAMS

Summer School Plans have been in common use for some time and were originally self-supporting make-up courses on a fee basis. At present in Ontario, legislative grant support is provided for summer schools in much the same way as for programs from September to June. Some long-term economies are effected through the removal of the necessity of repeating courses for which credit has not been received in the preceding semesters or regular school year.

The major aims of the Summer School Programs in this province, however, are to provide students with opportunities to take credit courses, to repeat courses failed, to take remedial work if required, to follow recreational and leisure pursuits in arts and crafts, and to take enrichment or advanced courses not normally offered in the regular school year, or courses which did not fit a student's program during the regular term.

The increasing provision of summer programs at the secondary school level in particular has, therefore, the effect of extending the school year, broadening the range of offerings, giving the student a more flexible program, and in many cases shortening the duration of secondary education.

Very active summer school programs are in effect in about 30 Ontario centres. In the large metropolitan area of North York, out of a total secondary school enrolment of approximately 31,000 students in 1972, 2,664 at the grade 10-13 level attended secondary

school during the summer of 1972 and enrolled in a total of 3,250 credit courses. An additional 356 enrolled in enrichment and "English as a Second Language" courses, the latter chiefly at the elementary school level; and 797 students from senior and junior high school levels took enrichment and "English as a Second Language" courses, the majority enrolling in enrichment courses.

In another metropolitan area, Scarborough, 2,180 students attended secondary school during the summer of 1972 to take credit courses and another 1,200 took non-credit courses.

A similar growth in summer school attendance is expected in 1973.

The report of a special committee appointed by the Ontario Secondary School Teachers' Federation to make a comprehensive survey of questions related to the rescheduling of the school year, includes references to summer school programs operated in this province. During the summer of 1969, the survey showed 35,000 students enrolled in various types of summer study; in 1970, about 33,000 were enrolled. Several boards not offering a summer program said that they were able to take advantage of summer schools offered by neighbouring urban boards. In the first summer, some 1,750 teachers were engaged and in 1970, 1,450 were employed. The report states further "while it is very difficult to predict trends on the basis of only two year's responses, it is clear that many more boards now look on the summer programs as an opportunity for students to study an extra subject for credit or to

participate in some kind of enrichment or recreational course".

Most summer courses are offered to students on a voluntary basis, although they may be required of students who have not received credit in some courses or who may need remedial work. In addition to providing varied educational opportunities, these programs offer guided leisure during the summer and, in general, are favoured by parents since they do not interfere with family summer vacations. Teachers can be employed for an extended period with increased income and still enjoy adequate vacation periods. Moreover, since the school building is usually only in partial use during the summer, regular cleaning and renovation is possible.

From an overview, the summer school is the most common method employed by school boards at present as a means of extending and enriching the school year. The whole issue is, however, not sufficiently clear-cut at the present time to take an irrevocable stand. Reasonable arguments may be found for a number of types of school year scheduling.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

It is evident from experience that premature or unplanned action can have serious consequences. School boards should therefore explore alternatives before any re-scheduling of the school year is undertaken and should inform the public they serve through an organized program of communication with teachers, parents, students, and the business community in order that a plan which will best suit the needs and circumstances of a particular area can be developed as the discussion unfolds.

In Ontario, since pressure for new accommodation is no longer a major problem, school systems are in a position to concentrate on providing improved patterns of scheduling the school year and on offering increased opportunities for our young people during the summer months and the entire school year.

RECOMMENDATIONS

1. A board may submit to the Minister for approval a Plan for an experimental, innovative re-scheduling of the school year for its elementary or secondary schools, or for both. A Plan shall be based on a school year comprising the total number of school days provided at present by section 3 of The Schools Administration Act (See Form 94) of which ten days may be designated for administration, planning and curriculum development as required for the operation of the proposed Plan. These ten days may be provided for between terms or semesters or at the end of a term

(or other designation) as provided by the experimental plan.

2. A Plan is to include

   a) provision for all statutory holidays, including those provided by section 4 of The Schools Administration Act,

   b) provisions for communication of its philosophy and all major details to staff, pupils, parents and the general public.

3. It is understood that the basic aim of the Plan is to improve the school program for pupils and teachers, and that it is the responsibility of a board to determine after discussion with all concerned the conditions of the proposed plan.

4. The requirements for Daily Sessions shall continue to be as at present provided in section 3 of Regulation 191, subject to the board's proposed use of the ten days referred to in section 1.

5. For the period covered by the Plan, the provisions of The Schools Administration Act relating to the school year could be amended to make possible the experimental operation of the school year proposed in the Plan for the school year 1973-74 or subsequent years.

6. In Ontario, summer school is the usual means by which the school year is being extended and enriched. Therefore,

experimental schedules may provide for the establishment of summer school programs and vacations during June, July and August.

GUIDELINES FOR CAREFUL STUDY BY BOARD PERSONNEL BEFORE AN APPLICATION IS MADE FOR ANY INNOVATIVE SCHEDULING OF THE SCHOOL YEAR

1. The type of Plan to be considered.

2. The purpose of the Plan: the educational and other advantages of the Plan compared with the current pattern for the schools and students concerned,

3. The number of schools and age level of students to be involved,

4. Improved use to be made of school facilities under the new Plan,

5. Discussions with teachers and teacher committees, students, parents, and the business community should take place in order that any proposed experimental change in scheduling, dates of holidays during the year, working conditions for teachers, impact upon curriculum, and any other changes, will be clear and policies agreed upon.

6. Other areas of concern:
   (a) Modification of courses to fit the time pattern and credit allotments;
   (b) Staffing and student enrolment: balance of staff; extra curricular activities;

(c) Community and parental reaction: family holidays, working parents, attitudes of local community, provision of jobs, entrance to post secondary institutions;

(d) Transportation.

7. Administration costs as compared with the present schedule:

(a) Operating costs and/or capital outlays,

(b) Staff and salaries for any extra work,

(c) Planning and scheduling costs for teachers and administrative personnel involved in implementation and continued assessment and implementation of the program,

(d) Transportation,

(e) Any added maintenance costs.

THE REQUEST for permission to undertake some form of innovative scheduling for a one or two-year period will be submitted through the Regional Director of Education to the Minister and will include detailed information on all points referred to in the Guidelines.

EVALUATION OF AN EXPERIMENTAL PLAN BY LOCAL PERSONNEL

When an experimental plan is put into effect in a school or schools, a cooperative evaluation report will be required at the end of the first year and at the end of a subsequent year from local officials and Ministry personnel in the Regional Office before the plan is approved for continued implementation.

Evaluative discussions should include all groups before a

report is presented to the Minister: students, teachers, parents, local board personnel, a cross-section of the community, the Ontario Teachers' Federation, in addition to local and regional office personnel. Further recommendations with regard to the form of the report will be made by the Regional Director of Education.

Summary of Selected Articles, Papers, and Reports on File

The Extended School Year Concept for Michigan School Districts, A Position Paper - Michigan State Board of Education, Lansing, Michigan, June 1971.

Copy of Regulation 7 (Quebec) Relative to the General Framework for the Organization of Kindergarten and of Elementary and Secondary Education.

Texas Education Agency - Background Information on the Quarter System and Other Year-Round School Designs.

Guidelines for the Quarter System 1972-73, Texas Public Schools.

Rescheduling the School Year - Feasibility Study for Saskatoon Public Schools, Department of Education, Saskatchewan.

The Extended School Year Concept for Michigan School Districts, etc.

Fort Worth Independent School District - Department of Research and Evaluation, Fort Worth, Texas.

Four Quarter School Year - Atlanta, Georgia.

The Extended School Year, Educational Research Institute, Department of Education, B.C.

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Cuddy, Edward H. The Year-Round School or the Rescheduled School Year. Indianapolis, Ind.: Warren Township Independent School District, 1969.

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Glinke, George B. The Year-Round Educational Movement - Its Historical Implication on Today's Urbanized Culture. Utica Michigan Community Schools, 1970.

Gore, James R. and J. Patrick Page. Feasibility Study of Full Year Public School Operations (Valleyview 45-15 Continuous School Plan) by Detailed Analysis of Required Scheduling Plans and Accompanying Consequent Final Report. Lockport, Illinois; National Center for Educational Research and Development. Washington, D.C., October 31, 1970.

Hermansen, K.L. and Gove, J.R. - THE YEAR-ROUND SCHOOL - Linnet Books, 995 Sherman Avenue, Hamden, Connecticut 06514.

Seymour Holtzman, Education U.S.A.: YEAR-ROUND SCHOOL: DISTRICTS DEVELOP SUCCESSFUL PROGRAMS, 1971.

THE EXTENDED SCHOOL YEAR CONCEPT FOR MICHIGAN SCHOOL DISTRICTS, A Position Paper. Lansing, Michigan: Michigan State Board of Education, June 29, 1971.

FINANCIAL IMPLICATIONS OF THE EXTENDED SCHOOL YEAR. San Diego, California: Administrative Research Department, San Diego Unified School District, May 21, 1970.

REPORT OF COMMITTEE'S STUDY OF THE EXTENDED SCHOOL YEAR TO THE BOARD OF EDUCATION. Corpus Christi, Texas: Corpus Christi Public Schools, September 27, 1971.

Year-Round School. Revised Edition. Harrisburg, Pennsylvania: Pennsylvania Department of Education, February 1971.

The Impact of a Rescheduled School Year: a Special Report Prepared for the Governor and the Legislature of the State of New York. Albany, N.Y.: New York State Education Dept., 1970.